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ABSTRACT

Five program components were evaluated in the second program year of a preschool program for American Indian children (N=27) aged 2-6 years and residing at Fort McDowell, Arizona. Program components were: (1) classroom and training activity (to promote maximum social, intellectual, physical, and emotional development and to provide a training laboratory where parents could interact with their children); (2) parent outreach (parent classroom participation as aides and parent education classes); (3) family counseling (to strengthen family life and tribal traditions); (4) involvement of tribal elders and historians (to increase pride in tribal heritage); (5) development of culturally relevant curriculum materials. Administered on a pre- and post-test basis, the evaluation instruments employed were: Caldwell Preschool Inventory; Denver Developmental Test; Peabody Picture Vocabulary Test; Butler Evaluation Instrument; Parent as a Teacher Questionnaire; and Self Esteem Inventory. Results indicated: project success in improving social, readiness, and numerical conceptualization skills; project success in improvement of motor skills for the two-three year old group; project success in the improvement of project participants' language skills; partial project success in the improvement of social skills (gains in the areas of physical environment, world of ideas, and composite); negligible project success in the improvement of parental child rearing attitudes; and negligible project success in the improvement of parental self-concept or self esteem. (JC)

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FT. MC DOWELL INDIAN COMMUNITY
PRESCHOOL PROGRAM

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FT. MCDOWELL INDIAN COMMUNITY
PRESCHOOL PROGRAM

SECTION I

INTRODUCTION

All people, animals, plants and things; all that sounds or smells, can be touched, seen or tasted combines to create the environment in which young children begin to know their world and themselves.

The opportunity to be exposed to external elements is essential to each child. Through these contacts and exposures an infinite source of learning is stimulated.

The child additionally needs a professionally determined balance and sequence of experiences to aid in providing the most effective developmental progression of physical skills, creativity and mental awareness.

The companionship of peers is an important factor in a young child's socialization acquisition. Being in the company of others can stimulate thought and curiosities only possible in a group situation.

Educators have been advocates of preschools for many years, and research has indicated that school has been positive for most children.

The young children of the Fort McDowell Indian Reservation are as eager to learn and experience life as all children. Their situation, however, is rather unique. Fort McDowell was decommissioned as an army fort in 1903 and the land was given by the government to the Mohaves, Apaches and Yavapais for use as a reservation. For unknown reasons many of the Mohave and Apaches left. The Yavapai tribe became divided. Ancient tribal customs have been lost along with the identity of the people. Although aware of modern child rearing practices and educational benefits, young parents tend to allow the small child to grow with little direction because the proper resources for providing for the children are unavailable.

There has been no educational facility on the reservation. Preschoolers have had to travel great distances to the nearest headstart program. Because of the crowded conditions Ft. McDowell children have not attended preschool. Kindergarten children also have had to commute a great distance. When these children begin first grade they most often have little formal, structured learning and no classroom or group experiences.

A drop-out rate in excess of 50% in grade school and 99% at the high school level is common. The Ft. McDowell child faces academic failure and thus suffers from a loss of identity and lack of pride in Indian heritage.

In recognition of this complex problem the Fort McDowell Indian Community established a two-class preschool and kindergarten program on the reservation to provide children with a structured learning opportunity, encouraging and enhancing communication skills and promoting new experiences to increase learning capacity.

The program was planned to provide parental participation designed to enhance child rearing skills, heighten problem solving abilities and improve self-concepts.

Tribal elders were to be involved in providing historical material and demonstrating art skills to increase pride in Indian heritage.

GOALS AND OBJECTIVES

The principal purpose of this project was to continue and strengthen the existing two-class preschool program for children between the ages of two and six years at Fort McDowell, Arizona, with discussion groups to include parents of these children and of younger children, who wanted to increase their knowledge of early child developmental needs.

The project in pursuing the above goal, sought to achieve the following specific objectives:

1. Children between the ages of three and six years will demonstrate improved social skills as measured by the Caldwell Preschool Inventory, administered pre-post of the school year.
2. Children between the ages of two and three will demonstrate improved motor skills as measured by the Denver Developmental Scale and by the Butler Evaluation Instrument, administered pre-post of the school year.
3. Children between the ages of two and six will demonstrate improved language ability as measured by the Peabody Picture Vocabulary Test, administered pre-post of the school year.
4. Children between the ages of three and six will demonstrate improved school readiness, including improved ability to conceptualize and grasp number concepts as measured by the Caldwell Preschool Inventory, administered pre-post of the school year.
5. Children between the ages of two and six will demonstrate improved social skills as measured by the Caldwell Preschool Inventory and the Butler Evaluation Instrument, administered pre-post of the school year.

6. Parents of children between the ages of two and six will express more flexible attitudes towards parenting, as measured by the Parent As A Teacher Questionnaire, administered pre-post of the school year.
7. Parents of children between the ages of two and six will demonstrate an improved self-concept as measured by a count of participation in discussions and group activities continued through the school year, and as measured by the Coopersmith Self Esteem Inventory, administered pre-post of the school year.

SECTION II

PROGRAM DESCRIPTION

This program designed by the Fort McDowell Indian Community was planned to include activities and experiences which would contribute to the development of young children, with specific attention to meeting the special education needs of Fort McDowell youngsters. The program was designed to provide supportive services for parents, families and tribal elders, as well as strengthen the Indian community through its relationship with the child center.

Five basic components were planned. The classroom and training activity was designed to promote each child's maximum development in all areas of functioning - intellectual, social, physical and emotional, and provide a training laboratory in which parents could interact with the children while advancing their own knowledge.

The structure of the children's daily schedule was flexible, allowing for leisurely transition between activities.

Both the kindergarten and pre-kindergarten classes operated on a five-day-a-week schedule. The two classrooms functioned in new facilities this year, a double-wide mobil trailer. The additional space provided was conducive to an improved program.

The pre-kindergarten schedule and the kindergarten schedules were as follows:

Pre-kindergarten Schedule

9:00 - 9:45	Outside Activities: wheel toys, climber, sand play, water table
9:45 - 10:30	Inside Activities: puzzles, dolls, books, blocks and art activities
10:30 - 10:45	Group Time: puppets, songs, finger plays, and matching games

Pre-kindergarten Schedule

10:45 - 11:00	Snack Time: good nutrition stressed with fruit juice, raw vegetables, fresh fruit, or crackers
11:00 - 11:15	Rest Time: listening to records while relaxing on towels
11:15 - 11:30	Story Time: record stories, felt board stories, as well as books by the teacher
11:30 - 11:45	Brief Outside Period: lunch set-up
11:45 - 12:15	Lunch: time to talk about new foods and saying please & thank you
12:15 - 1:00	Outside Activities: wheel toys, climbing, sand table, water table

Kindergarten Schedule

9:00 - 10:00	Inside Activities
10:00 - 10:30	Kindergarten Group Time
10:30 - 11:00	Pre-Kindergarten Group Time
11:00 - 11:15	Snack
11:15 - 11:30	Story Time
11:30 - 12:15	Outside Activities
12:15 - 12:45	Lunch
12:45 - 1:00	Outside Until Bus Time

Learning activities were organized to suit the individualistic, active and sensory-oriented child. The work-play period was the heart of the day's program. The indoor and outdoor periods offered opportunities such as:

1. Making choices and following them through.
2. To observe and clarify ideas about things, people, animals and relationships to the environment.
3. To increase understanding and use of language.
4. To develop, exercise and increase an attitude of curiosity and eagerness for learning.

The opportunities were quite extensive and are not listed in full in this report.

The kindergarten class was divided into two groups for reading readiness activities and reading workbook activities as prescribed in the Lippincott curriculum materials utilized.

In addition, a variety of field-trips scheduled provided the children with new experiences to benefit from.

Twenty-seven (27) children participated in the preschool program; thirteen (13) participated in the pre-kindergarten class and fourteen (14) participated in the kindergarten class.

The second component was labeled "Outreach to Parents". The proposal included two components of parent involvement; participation in the classroom as parent aides and regular parent education classes. The parent classes met weekly on Tuesday.

Fourteen mothers were able to participate as mother helpers in the classroom throughout the year. These mothers agreed that they gained skills that would allow them to help their children develop to their fullest potential.

Family Counseling was the third component of the Fort McDowell preschool project. This component was to be directed toward the weakening of family life through loss of tribal traditions without appropriate replacement. Although a full time social worker was not employed as was proposed, the project staff worked closely with the tribal social worker. Together they were able to discover and deal with problems as they arose.

The fourth project component was the Involvement of Tribal Elders and Historians. The poor self-concept of the community due to lack of knowledge of tribal history and pride in Indian heritage was hoped to be improved through this effort. Although this component took on different dimensions than originally proposed, much has been accomplished. With the aid of Dr. Khera of Arizona State University and a tribal member, progress has been made toward the development of a list of words in English and Yavapai, with illustrations. The story of tribal origins and important historical facts are being developed. Also games are being pursued which will possibly be adaptable for pre-schoolers.

With the assistance of tribal elders and the parent group materials with illustrations and pictures have been developed. Illustrated booklets have been developed with both English and Yavapai words for such areas as foods, animals, and body parts. A photograph album entitled Yesterday and Today has been compiled with pictures of elders and youngsters.

The fifth component was the development of culturally relevant curriculum materials. These materials have been developed and grow out of the parent involvement component. Weekly parent meetings involved parents in developing curriculum materials. A total of 31 weekly parent meetings were held during

the year, and at nearly every meeting curriculum materials were developed.

The young children of the Fort McDowell Indian Community, being in great need of local organized education, profited by and will continue to profit by the sincere effort and concern of teachers, staff, parents, and tribal social worker.

Of the five selected components, classroom activities was most extensively fulfilled. This component was directed toward five of the seven objectives and indicative of the attitude that the direct and immediate education of the children was most essential. Fourteen mothers participated as classroom aides and reported positive outcomes from their experiences.

The attitude of project staff and persons involved with the project toward the children participating is reflected in a quote by Kahlil Gibran. Kahlil Gibran said of children, "They are the sons and daughters of Life's longing for itself." And he said of adults, "You are the bows from which your children as living arrows are sent forth."

The adults of the Fort McDowell Community in participating in this project have strengthened themselves and their goals so as to provide their children with the necessary knowledge to go forth into life.

SECTION III

DATA ANALYSIS AND FINDINGS

Various instruments were used and data collected in an effort to obtain meaningful information regarding the effectiveness and impact of the various components of this Project. Used in this evaluation were:

- Caldwell Preschool Inventory
- Denver Developmental Test
- Peabody Picture Vocabulary Test
- Butler Evaluation Instrument
- Parent As A Teacher Questionnaire
- Self Esteem Inventory

The instruments indicated above were administered on a pre-post test basis. Pretest and post test means were compared by means of a correlated t-test and differences between these means were considered significantly different if $p < .05$. The .01 level of significance was also ascertained and where the mean differences exceeded $p < .01$ this lower level is reported.

CALDWELL PRESCHOOL INVENTORY:

Analysis of the Caldwell test data indicated the project was successful in improving the social skills, readiness skills, and the ability to conceptualize and grasp number concepts for preschool participants.

A total of sixteen (16) preschoolers completed both the pretest and post test. This represents only 59.3% of the twenty-seven (27) subjects who actually participated in the preschool program. The results of the data analysis for these 16 subjects indicated that there was a significant difference between the group's performance on the pretest (35.3) and their performance on the post test (46.2) with improvement shown ($p < .01$). (See Table I).

When the pre-kindergarten childrens' data were analyzed individually it was revealed that the six students completing both pretests and post tests did make a significant improvement between pretest and post test ($p < .01$). A mean gain of 16.9 was realized by these six participants. (See Table I).

The older subjects (kindergarten) realized a gain of 7.4 between pretest and post test which was significant ($p < .01$). (See Table I).

It can be concluded from the data analysis that the project was successful in improving those skills measured by the Caldwell Preschool Inventory for the total group of preschool participants, and also the group of participants in the two age groups. (See objectives 1, 4, and 5 previously stated).

It is recommended that the Caldwell Preschool Inventory be continued for children participating in the project.

DENVER DEVELOPMENTAL TEST:

Analysis of the Denver Developmental Test data for 2-3 year old participants indicated the project was successful in contributing to the improvement of the motor skills of these participants.

The Denver tests were scored by considering those tasks that each child should be able to accomplish at his/her age level. A total of 100 points was possible and the points awarded was determined by multiplying the percentage of those tasks completed that should have been completed for the child's age level by 100. Thus, the score also reflects the percentage of tasks completed.

A total of seven (7) of the thirteen (13) participants 2-3 years of age or 53.9% had both pre and post test scores available for analysis. This group of subjects had a mean score on the pretest of 67.9 and a mean score of 79.1 on the post test. This gain of 11.2 points between pretest and post test was significant ($p < .05$). (See Table I).

It can be concluded from the data analysis that the activities of the project contributed to the motor skill development realized by the 2-3 year old project participants. (See objective 2 previously stated).

It is recommended that the project continue to provide those activities which have been shown to be effective in fostering motor skill development in these young participants. It is also recommended that the Denver Developmental Test be used to assess motor skill development in the new project year.

PEABODY PICTURE VOCABULARY TEST:

Analysis of the Peabody Picture Vocabulary Test (PPVT) data indicated the project was successful in improving the language skills of the project participants.

A total of seventeen (17) preschoolers completed both the pretest and post test. This figure represents 63.0% of the twenty-seven subjects who actually participated in the preschool program. The results of the data analysis indicated there was a significant difference between the group's performance on the pretest (35.1) and their performance on the post test (43.2) with improvement shown ($p < .01$). (See Table I).

When the pre-kindergarten participants were considered individually it was revealed that the seven (7) subjects completing both pre and post tests made a significant gain (8.7) from pretest (20.9) to post test (29.6) ($p < .01$). (See Table I).

The older subjects (kindergarten) realized a gain of 7.6 points between pretest (45.1) and post test (52.7). This gain was statistically significant ($p < .01$). (See Table I).

It can be concluded from the data analysis that the activities of the project contributed significantly to the improvement of the language skills of the preschool participants. This improvement was realized for both the younger group and the older group (kindergarten). (See objective 3 previously stated).

It is recommended that those activities designed to improve the language ability of participants be continued and modified only when modifications promise to be better than existing activities.

TABLE I

PRE AND POST TEST COMPARISONS
FOR PRESCHOOL PARTICIPANTS ON
CALDWELL, DENVER DEVELOPMENTAL, AND PPVT TESTS

INSTRUMENT	PRE-KINDERGARTEN	KINDERGARTEN	TOTAL GROUP
Caldwell Test	Pre M = 17.7	Pre M = 45.8	Pre M = 35.3
	s = 5.8	s = 8.3	s = 15.5
	Post M = 34.5	Post M = 53.2	Post M = 46.2
	s = 6.9	s = 5.3	s = 10.9
	t-ratio 5.570**	t-ratio 3.942**	t-ratio 5.493**
	change 16.9	change 7.4	change 10.9
	N = 6	N = 10	N = 16
Denver Test	Pre M = 67.9		
	s = 7.1		
	Post M = 79.1		
	s = 4.1		
	t-ratio 3.352*		
	change 11.2		
	N = 7		
PPVT Test	Pre M = 20.9	Pre M = 45.1	Pre M = 35.1
	s = 4.4	s = 6.6	s = 13.3
	Post M = 29.6	Post M = 52.7	Post M = 43.2
	s = 8.1	s = 4.8	s = 13.0
	t-ratio 4.529**	t-ratio 5.423**	t-ratio 7.001**
	change 8.7	change 7.6	change 8.1
	N = 7	N = 10	N = 17

*Indicates significant difference between means - $p < .05$

**Indicates significant difference between means - $p < .01$

BUTLER EVALUATION INSTRUMENT:

Analysis of the Butler Evaluation Instrument data indicated the project was only partially successful in contributing to the improvement of the social relation's skills for preschool participants.

The Butler Evaluation Instrument provides information for evaluation in the areas of self-concept, other people, physical environment, world of ideas, and total or composite social relations skills.

Data analysis relative to those skills or relations presented above indicated there were significant differences between the pretest level and post test level in three areas for the total group of preschoolers (N = 17). The group made significant gains from pretest to post test ($p < .01$) in the areas of physical environment, world of ideas, and total or composite. (See Table II).

When the groups were analyzed individually the results indicated the pre-kindergarten group (N = 7) made significant gains from pre to post test in only the world of ideas area ($p < .01$). The kindergarteners (N = 10) made significant gains from pre to post test in the physical environment area ($p < .05$) and world of ideas area ($p < .01$). (See Table II).

It can be concluded from the data analysis that the project was partially successful in contributing to the improvement of the social relations skills of preschool participants. For the older preschoolers this is true in the areas of physical environment and world of ideas. For the younger preschoolers contributions were evident in only the area of world of ideas. (See objectives 2 and 5 previously stated).

It is recommended that efforts exerted toward improving social relations skills be continued and activities aimed specifically at improving the skills of the Butler Instrument be developed. Perhaps a behavior modification technique aimed at altering these skills could be developed. A reward system or reinforcement procedure where all are rewarded or reinforced could be effective. A picture displayed periodically of an outstanding student may prove to be a beneficial technique based upon student reactions to other project pictures taken.

TABLE II

PRE AND POST TEST COMPARISONS
FOR PRESCHOOL PARTICIPANTS ON
BUTLER TEST

INSTRUMENT	PRE-KINDERGARTEN	KINDERGARTEN	TOTAL GROUP
Butler Test Self-Concept	Pre M = 2.5 s = .5 Post M = 2.6 s = .6 t-ratio .542 change .1 N = 7	Pre M = 2.9 s = .7 Post M = 2.9 s = .3 t-ratio .196 change .0 N = 10	Pre M = 2.7 s = .6 Post M = 2.8 s = .5 t-ratio .520 change .1 N = 17
Butler Test Other People	Pre M = 2.0 s = .3 Post M = 2.2 s = .7 t-ratio 1.246 change .2 N = 7	Pre M = 2.8 s = .5 Post M = 3.0 s = .5 t-ratio .979 change .2 N = 10	Pre M = 2.5 s = .6 Post M = 2.6 s = .7 t-ratio .886 change .1 N = 17
Butler Test Physical Environment	Pre M = 2.2 s = .4 Post M = 2.5 s = .4 t-ratio 2.240 change .3 N = 7	Pre M = 3.1 s = .7 Post M = 3.6 s = .4 t-ratio 2.742* change .5 N = 10	Pre M = 2.7 s = .8 Post M = 3.1 s = .7 t-ratio 3.423** change .4 N = 17
Butler Test World of Ideas	Pre M = 1.8 s = .3 Post M = 2.5 s = .6 t-ratio 4.016** change .7 N = 7	Pre M = 2.8 s = .4 Post M = 3.1 s = .4 t-ratio 3.483** change .3 N = 10	Pre M = 2.3 s = .6 Post M = 2.8 s = .6 t-ratio 4.250** change .5 N = 17
Butler Test Total Score	Pre M = 2.0 s = .3 Post M = 2.4 s = .6 t-ratio 2.401 change .4 N = 7	Pre M = 2.9 s = .5 Post M = 3.1 s = .3 t-ratio 1.950 change .2 N = 10	Pre M = 2.6 s = .6 Post M = 2.8 s = .5 t-ratio 2.978** change .2 N = 17

*Indicates significant difference between means - $p < .05$

**Indicates significant difference between means - $p < .01$

PARENT AS A TEACHER QUESTIONNAIRE:

The Parent As A Teacher (PAAT) instrument was selected primarily to assess the effectiveness of the "Outreach To Parents" and "Family Counseling" components of the project.

Since the parents were involved in parent training sessions, the PAAT instrument provides an assessment of project impact upon parents. Also, the data provided by this instrument offers an indication as to the effect of parental involvement in the classroom as aides and the effect children involved in the project have upon their parents. This would assume that these preschool children can modify their parents' or parent surrogates' attitudes and behaviors by interacting with them following their preschool experiences.

The family counseling component of the project functioned at a much lower level than set forth in the original proposal. The social worker was not employed full-time as planned. Home visits and family counseling related to the project were performed by the tribal social worker on a referral basis. With budget revisions and ultimate curtailment of the social worker's activities related to the project, it would be expecting a great deal to expect greater parental involvement in the project and ultimate changes in child rearing attitudes.

The PAAT instrument is designed to measure parental child rearing attitudes. The PAAT provides information for evaluation relative to child rearing attitudes in the areas of creativity, frustration, control, play, teaching-learning and a total or composite measure.

A total of fourteen (14) parents or parent surrogates completed the PAAT instrument on a pre - post basis. This data was subjected to analysis again using a correlated t-test to compare pre and post test means. The results indicated that there was no significant differences between pre and post test means in all areas tested by the PAAT except in the total or composite score ($p < .05$). This group of parents or parent surrogates made significant gains from pretest to post test on the total or composite score ($p < .05$). Changes from pretest to post test for this group was very slight or negligible in the areas previously stated, but overall the changes were sufficient to produce a significant overall or composite change. Thus, a trend towards changing attitudes may be indicated. It is worthy of note, however, that a score of 2.5 or above would be considered desirable on the PAAT and these parents or parent surrogates had desirable attitudes toward all of these child rearing practices at the time of pretesting and at the time of post testing. (See Table III).

It can be concluded from the data analysis that the parental involvement with the project and limited involvement of the tribal social worker was not sufficient to produce a more flexible attitude toward parenting. The one exception to this statement might be in the total or composite where these parents or parent surrogates did show a more flexible attitude toward creative behavior on the part of their children. However, it should be pointed out that

many of these parents participated in the project last year and the carry-over from this prior experience could be in evidence with these PAAT results. (See objective 6 previously stated).

It is recommended that efforts be exerted toward continuing the outreach to parents and family counseling components as outlined in the original project proposal during the new project year. It is also recommended that the PAAT instrument be utilized as a pre and post test for the new project year in conjunction with these two components. If parenting classes and home visits take place during the new project year as originally planned, it is recommended that the Parent-Child Interaction Report which was abandoned this year be re-employed in an effort to measure increased ability on the part of these parents to employ good parenting practices.

Finally, it is recommended that efforts to involve parents or parent surrogates in the classroom as parent aides be continued. If extra efforts could be exerted to get more parents involved as aides, then I would certainly encourage project staff to exert these extra efforts.

TABLE III
PRE AND POST TEST COMPARISONS
OF PARENT RESPONSES ON THE PAAT
AND SEI INSTRUMENTS

INSTRUMENT/SUBTEST	PRETEST	POST TEST	t-RATIO
PAAT Creativity	M = 2.6 s = .2	M = 2.6 s = .1	.268
PAAT Frustration	M = 2.6 s = .1	M = 2.7 s = .2	1.402
PAAT Control	M = 2.4 s = .4	M = 2.6 s = .3	2.123
PAAT Play	M = 2.9 s = .2	M = 3.0 s = .2	.795
PAAT Teaching-Learning	M = 2.9 s = .2	M = 3.0 s = .2	.846
PAAT Total	M = 2.7 s = .2	M = 2.8 s = .2	2.169*
SEI (N = 11)	M = 60.9 s = 14.0	M = 71.3 s = 13.9	1.871

*Indicates significant difference between means - $p < .05$

SELF ESTEEM INVENTORY:

Coopersmith's Self Esteem Inventory (SEI) was selected to assess the effectiveness of the outreach to parents and parental involvement in project designed group activities conducted during the project year. Parental involvement in the project centered around their work within the preschool classrooms as parent aides, and participation in parenting classes held weekly. Approximately half of the parents of the preschool children actively participated as classroom aides. A total of twenty-three (23) unique parents represented the twenty-seven (27) children participating in the project. A total of nineteen (19) of these twenty-three (23) or 82.6% participated in the parenting classes. Three (3) fathers also attended the parenting classes. Participation in the thirty-one (31) parenting classes for these 19 parents varied from 1 meeting (3.2%) to as many as 24 meetings (77.4%) attended. These nineteen (19) parents attended an average of 21.9% of parenting class meetings. Thus, changes in self-concept or self esteem resulting from this involvement would be expected.

A total of eleven (11) parents or parent surrogates completed the SEI on a pre-post basis. This figure represents 55.0% of the parents or parent surrogates of the preschoolers. This data was subjected to analysis using a correlated t-test to compare pre and post test means. The results indicated that there was no significant difference between pre and post test means ($p > .05$). It is worthy to note that self esteem levels displayed by the twelve parents completing the SEI was at a fairly high level on both pre and post tests. (See Table III page 13).

It can be concluded from the data analysis that the parental involvement with the project failed to produce an improvement in self concept or self esteem. (See objective 7 previously stated).

It is recommended that efforts be exerted during the new project year to continue the outreach to parents' component as outlined in the original proposal. Also, additional group activities can be designed and implemented as the opportunity arises to strive for improved self esteem for the parents and parent surrogates of these preschoolers. In addition, continued involvement of parents as classroom aides is encouraged. Also, the involvement of tribal elders and historians is encouraged to enhance the self concept of community members.

Finally, it is recommended that the Coopersmith Self Esteem Inventory (SEI) be utilized during the new project year due to its ease of administration and scoring. Efforts need to be exerted to have all parents complete both pre and post tests. During the next project year efforts could be exerted to obtain a more suitable self-concept instrument.

SECTION IV

SUMMARY COMMENTS

During the second year of this project much has been accomplished. The project has been successful in continuing and expanding the preschool classroom

laboratory. Facilities have been organized and constructed and appear to be most adequate. New staff has been selected and in-service training conducted. Activities have been well planned and varied, materials selected and developed, and a developmental, open-classroom philosophy formulated and implemented. The total program has been structured so that language development is stressed with the younger children using Peabody Language Development materials. In the kindergarten development in the readiness areas has been stressed using the Lippencott Readiness Programs. This structure is conducive to preschool children's development.

Parents are involved in many ways in this project. Their involvement continues to be active through the Pre-school Parent Association formed early in the project year. Parents were involved throughout the project year as classroom aides, and in parenting classes.

Good relationships and coordination has been established with neighboring public schools, Indian Health Service, and the tribal social service worker.

An excellent system of communications with the community has been established via a preschool newsletter published weekly. Articles also appear in the monthly tribal newsletter to inform the community of preschool activities.

Objectives and activities were pursued relative to each of the five components proposed. These objectives and activities related to the outreach to parents, family counseling, and involvement of tribal elders and historians were modified only when it was found to be necessary. The original proposal in establishing five components was indeed ambitious and the tenacity of the project staff in attempting to fulfill the intent of each of the components is indeed praiseworthy.

During this second year the project has proven to be effective in contributing to or modifying the behavior of the preschool children in the areas of social skills and readiness skills, motor skills, language skills, and social relations skills. The project has not proven to be effective in modifying or changing parents' attitudes toward child rearing practices or parents' self esteem.

It is recommended that the program embodying five (5) components be implemented during the third year of the project. The preschool program implemented during the second year has yielded good results for the preschool children and should be implemented with those revisions and modifications found to be beneficial for skill development of the preschoolers. Revisions and modifications made for improvement during the fourth year can then be made based upon findings of the third year.

The project has come a long way and accomplished a great deal during this second year. Much has been learned and much experience gained during this second year. It is not unrealistic to expect even greater results during the next year.